REPORT RESUMES

ED 018 537 VT 000 534

THE SPECIAL-TEACHER PROGRAMS OF VOCATIONAL AGRICULTURE IN GEORGIA.

BY- TOLBERT, R.H.
GEORGIA UNIV., ATHENS, DEPT. OF AGRICULTURAL EDUC.

REPORT NUMBER GU-RESEARCH-SER-BULL-5 PUB DATE NOV 64
EDRS PRICE MF-$0.50 HC-$3.20 78P.

DESCRIPTORS- *YOUNG FARMER EDUCATION, *ADULT FARMER EDUCATION, *VOCATIONAL AGRICULTURE TEACHERS, TEACHER EVALUATION, *TEACHER QUALIFICATIONS, TEACHER CHARACTERISTICS, *PROGRAM EVALUATION, SURVEYS, TEACHER RESPONSIBILITY, ADMINISTRATIVE ATTITUDES, TEACHER ATTITUDES, STUDENT ATTITUDES, GEORGIA,

THE OBJECTIVES OF THE STUDY WERE TO INVESTIGATE THE UTILIZATION OF SPECIAL TEACHERS, THEIR QUALIFICATIONS AND EFFECTIVENESS, THEIR PROFESSIONAL TIME DISTRIBUTION, AND THE INSTRUCTIONAL PROGRAM. GEORGIA HAS HAD SPECIAL TEACHERS FOR YOUNG AND ADULT FARMER CLASSES SINCE 1951 WHEN A TEACHER-ALLOTMENT SYSTEM MADE THESE CLASSES DIFFICULT TO OFFER WITH REGULAR PERSONNEL. DATA WERE COLLECTED IN A SERIES OF CONFERENCES WITH SUPERINTENDENTS, PRINCIPALS, REGULAR TEACHERS, 13 OF THE 21 SPECIAL TEACHERS, AND FARMERS ENROLLED IN THE PROGRAM. THE 29 OBSERVATIONS AND RECOMMENDATIONS INCLUDED--(1) THE SPECIAL TEACHER WAS MEETING AN EXISTING NEED, (2) REGULAR TEACHERS WERE FULLY ENGAGED, (3) FACILITIES WERE ADEQUATE, AND (4) THE SPECIAL TEACHERS WERE QUALIFIED FOR THEIR POSITION, BUT MIGHT ENLARGE ADULT ENROLLMENTS AND DISTRIBUTE THEIR TIME MORE EFFECTIVELY. IT WAS RECOMMENDED THAT CRITERIA BE DEVELOPED FOR DETERMINING COMMUNITY NEED FOR A SPECIAL TEACHER, THAT TEACHERS BE PLACED ACCORDING TO A SCHOOL'S DEGREE OF NEED, AND THAT SUCH TEACHERS BE RESPONSIBLE ONLY FOR YOUNG AND ADULT FARMER EDUCATION. (JM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED018537

VOCATIONAL EDUCATION IN AGRICULTURE

Research Series November, 1964 Bulletin No. 5

THE SPECIAL-TEACHER PROGRAM OF VOCATIONAL AGRICULTURE IN GEORGIA

The University of Georgia
College of Education
DEPARTMENT OF AGRICULTURAL EDUCATION
Athens, Georgia

VT 00534

CONTENTS

Page

I. INTRODUCTION 1

Brief History of the Special-Teacher Program 2
How the Program Has Been Financed 2
The Need for the Study 2
Purpose of the Study 4
Objectives of the Study 4
Limitations of the Study 4
The Schools Included in the Study 5

II. PROCEDURES USED IN THE STUDY 7

Notifying the Schools 7
Visiting the Schools and Collecting the Data 7

III. FINDINGS 9

Some Evidences of Need for the Special Teacher in the Local Schools 9

Teaching load of the allotted teacher of vocational agriculture 9
The number of prospects for vocational agriculture . . . 11
The agricultural resources of the community 12
The local facilities for vocational agriculture 14

The Background and Professional Qualifications of the Special Teachers 17

Background 18
Professional qualifications 18

Evaluation of Teacher Traits 20
Findings Regarding the In-School Program 23

Type of class 23
Grade taught 23
Enrollment 23
Supervisory visits 23
The degree to which instructional programs were pre-planned 25

Findings Regarding Young Farmer Program 25

Enrollment 25
Organization 25
Number of class meetings 27
Attendance at meetings 27

Page

- Supervisory visits 28
- How instructional program was planned 32
- Instructional units per group 32
- Distribution of instructional time 34
- Amount of assistance from other teachers 36
- Some outcomes 37

Findings Regarding Adult Farmer Program 40

- Enrollment 40
- Organization 40
- Number of meetings 42
- Attendance at meetings 42
- Supervisory visits 43
- How the instructional program for adults was planned . . . 46
- Instructional units taught 46
- Amount of assistance from other teachers 48
- Some outcomes 51

Other Professional Responsibilities and Activities 54

- Campus responsibilities as a teacher in the school 54
- Campus responsibilities as a teacher of vocational agriculture 56

Community Activities 58

IV. OBSERVATIONS AND RECOMMENDATIONS 60

CONTENTS

TABLES Page

I. Schools and teachers included in the study 6

II. Teaching load of the nineteen regular teachers in schools where special teachers were located 10

III. Prospective enrollees for out-of-school classes of vocational agriculture 13

IV. The local facilities for vocational agriculture 15

V. Background and qualifications of the thirteen special teachers . . 19

VI. A brief analysis of the in-school class 24

VII. Enrollment and attendance in young farmer classes 26

VIII. Supervisory visits to farms of young farmer class members 29

IX. Young farmer visits by months 31

X. Young farmer instructional program 33

XI. Distribution of instructional time among various problem areas in young farmer classes 35

XII. The division of instructional time between special teachers and other teachers in young farmer classes 38

XIII. Enrollment and attendance in adult farmer classes 41

XIV. Supervisory visits to farms of adult class members 44

XV. Adult farmer visits by months 45

XVI. Adult farmer instructional program 47

XVII. Distribution of instructional time among problem areas in adult farmer classes 49

XVIII. The division of instructional time between special teachers and other teachers in adult farmer classes 50

XIX. Kinds of campus duties being assumed by eleven special teachers . . 54

XX. Hours per week during the school day devoted to campus duties as a teacher in the school 55

XXI. Kinds of responsibilities assumed by special teachers as teachers of vocational agriculture 56

XXII. Hours per week devoted to extra-class responsibilities as teachers of vocational agriculture 57

THE SPECIAL-TEACHER PROGRAM OF VOCATIONAL AGRICULTURE IN GEORGIA

R. H. Tolbert[1]

I. INTRODUCTION

For many years there has been much concern on the part of leaders in vocational agriculture education regarding the need for more vocational education for young and adult farmers in Georgia. There are several reasons for this concern. Changes in farming have been taking place very rapidly within the past two decades. The problems of young and adult farmers have been greatly intensified. Problems of management have become much more important and much more complicated. The amount of capital required for farming has increased so greatly that it is now most difficult for farmers to use it wisely in conducting their farming programs. The solutions to problems of production and marketing have become much more technical. These and other problems have increased the need for continuing education as a means of helping young and adult farmers solve the problems of becoming established in farming and of making intelligent adjustments to an ever-changing agriculture.

For the past several years vocational agriculture education has had difficulty in meeting the needs of young and adult farmers. With the advent of the Minimum Foundation Program for Education and its provisions for the allotment of secondary school teachers on the basis of average daily attendance of students at the secondary level, the possibility of meeting the vocational needs of young and adult farmers by the allotted teachers of agriculture became more remote. The State Board of Education was led to recognize the acute need in certain communities for extra teachers of agriculture to provide vocational education primarily for young and adult farmers in those communities. In 1951 extra teachers were supplied to certain schools to provide this service. These teachers have since been called "special teachers" and in this report they will be designated by this term.

---

[1] Professor of Agricultural Education and Chairman of the Division of Vocational Education, College of Education, University of Georgia.

Brief History of the Special-Teacher Program

The "special teacher program" was initiated in 1951 and has been operated continuously since that year. There has been a tendency within the period since 1951, however, for more special teachers to be employed in South Georgia than in North Georgia and more in Southwest Georgia than in Southeast Georgia.

How the Program Has Been Financed

Throughout the period since 1951, most of the cost of the special-teacher program has been borne by the State Board of Education. At the present time the State Board pays 90 per cent of the cost of the program.

The Need for the Study

As implied earlier, the primary purpose of the special teacher in the local school is that of providing continuing vocational education in agriculture for young and adult farmers as a supplement to what the allotted teacher or teachers of vocational agriculture in the given school could otherwise provide. The special teacher, therefore, is provided to the local school primarily for the instruction of out-of-school groups.

Leaders in vocational agriculture education felt that more facts were needed to show the need for the special teachers in the communities where they were located. The leaders also needed to have more facts regarding the adequacy of facilities in the schools for these teachers to work with, their qualifications for the work they were doing, how well the program was appreciated by the school administrators and students, and what was being accomplished in the instructional program.

The special teacher's daily schedule during the school year is vastly different from that of the regular allotted teacher in that by policy he meets no more than one in-school class. His professional time is not so highly scheduled as that of the regular teacher. This means that the special teacher has the responsibility of planning daily for the use of a greater percentage of his professional time than has the regular teacher. The question often arises as to whether or not such a teacher does plan for wise use of his professional time. Facts were needed to show how well the special teachers were using their time.

Public funds have to be justified not only to the public but also to those who have the responsibility of safeguarding the use of such funds. The justification of funds appropriated for special programs is generally called for more often than for regular, long-established programs. A study of the special-teacher program would provide facts which might be used as a basis for justifying the funds being used in financing it.

State leaders in vocational agriculture have the responsibility of assuming leadership in planning for the future development of the program of vocational agriculture. Evaluations should be made and many kinds of data should be provided as a basis for such planning. Recommendations for expansion or contraction of programs should be made only on the basis of the best data available. This study was needed to provide data which might be used as a basis for planning for possible further development of the special-teacher program.

In the light of the thoughts and facts outlined in the preceding paragraphs, a request was made by the State Supervisor of Agricultural Education of the State Department of Education to the Department of Agricultural Education of the University of Georgia for an evaluative study of the special-teacher program.

Purpose of the Study

This study was made to provide certain facts regarding the special-teacher program, to evaluate the program on the basis of the facts, and to make appropriate recommendations regarding the further development of the program.

Objectives of the Study

1. To determine whether the special teachers are located in schools where there is a need for them, where there is a climate conducive to best efforts, and where facilities are available for conducting a strong instructional program for young and adult farmers.
2. To determine whether the teachers in this program possess the background, experience, qualifications, and traits which are considered to be desirable for teaching young and adult farmers.
3. To determine the extent to which the teachers are devoting their professional time to those activities for which they are primarily responsible as special teachers.
4. To evaluate the program of organized instruction conducted by the special teachers on the basis of certain facts which can be gathered about the program on a one-day visit to the schools.
5. To make appropriate recommendations regarding the further development of the special-teacher program.

Limitations of the Study

There was a limitation in the amount of time that could be allotted to the study. In the light of the fact that the data would need to be gathered in the communities where the special teachers were located, which in itself would require a great deal of time for the several schools to be included, the decision was made to limit the facts to those which could be gathered in a one-day visit to each school.

Although there were 21 special teachers of vocational agriculture during the school year 1962-63, only 13 such teachers were included in the study. There were three factors which entered into the decision to limit the study to this number. One, only a limited amount of time could be devoted to gathering the data for the study. Two, when the study was initiated, it was already known that certain special-teacher programs would be discontinued for 1963-64 because of a shortage of funds, teacher retirement, resignations, and possible reassignment of certain teachers to the regular teacher quota in certain schools. Three, because of the fact that one of the purposes of the study was that of providing a basis for improving the program, it was felt that the data to be gathered would be much more pertinent for this purpose if the study was limited to those schools which in all probability would be conducting a special-teacher program in 1963-64.

One school with the special-teacher program in 1963-64 was not included in the study because plans had been tentatively made, at the time when the data were gathered, for the teacher to become a regular allotted teacher for 1963-64.

The Schools Included in the Study

Table I shows the schools and the teachers that were included in the study. All are located in the southern half of the State.

TABLE I

SCHOOLS AND TEACHERS INCLUDED IN THE STUDY

Schools	Special teachers	Regular teachers
Berrien High	V. Edward McIntyre	Melvin Johnson S. C. Drawdy
Blackshear High	R. D. Coleman	S. V. Lee
Blakeley High	T. A. Williams	R. E. Balkcom
Coffee County High	E. C. Burkhalter	J. L. Goodman, Jr. J. W. Walker
Irvin County High	B. L. Boykin	B. G. Hamby
Miller County High	J. H. Moore	Billy Grimsley
Moultrie High	H. C. Patterson	Don Saddler R. C. Webb E. B. West Billy Yearta
Norman Park High	Frank Greene	Elvin Walker
Seminole High	C. W. Smith	B. B. Baker
Southeast Bulloch High	Jerry Kennedy	J. F. Spence
Turner County High	Sol Griffin	O. H. Rhodes
Vienna High	J. R. Odom	Hubert Yow
Worth County High	Ferguson Cowan	R. M. Gibbs T. J. Graham

II. PROCEDURES USED IN THE STUDY

Notifying the Schools

After the final decision regarding what schools to include in the study had been made jointly by the assistant state supervisors of agricultural education in the two districts involved and the teacher trainer who was making the study, the superintendents, the principals, and the teachers of vocational agriculture (both regular and special) in those schools were notified by the respective area supervisor. He indicated that the study was to be made and, in general, how and for what purpose it was to be made. Prior to the visit the teacher trainer notified the local school administrators, the special teacher, and the regular teachers regarding the date of the visit, how the study would be conducted, and what kinds of data would be gathered.

Visiting the Schools and Collecting the Data

On the day of the visit the first conference was held with the superintendent. He was informed further regarding the purpose of the study and was provided with copies of all data sheets used in the study. Furthermore, he was asked to fill out the data sheet entitled "Evaluation of Teacher Traits" which, incidentally, were traits possessed by the special teacher in the local school.

After the conference with the superintendent a similar conference was held with the principal of the school. He, too, was asked to fill out the data sheet on "teacher traits."

After these two conferences the remainder of the day was spent with the teachers of vocational agriculture, both special and regular, and with young and adult farmers enrolled in the classes taught by the special teacher. Usually the latter part of the morning was devoted to gathering from the special teacher data regarding (1) his background, formal training, and employment experience, (2) his activities and accomplishments in connection with the in-school class, the young farmer class or classes, and the adult farmer class or classes, and (3) his other school and community responsibilities.

The regular teacher(s) and the special teacher in a joint conference provided data regarding the number of class prospects for vocational agriculture in the community, including in-school boys, young farmer, and adult farmer prospects. These data had been collected in all schools prior to the visit. The data regarding the number of class prospects were obtained in this study to show the extent to which the special teacher was needed in the community particularly for teaching young and adult farmers.

Each regular teacher was asked to fill out at some time during the day two data sheets: one that would give an evaluation of the teacher traits possessed by the special teacher and another that would reveal his own teaching load.

After the collection of the formal data, the writer and the special teacher visited two to three young and/or adult farmers who were enrolled in classes taught by the special teacher. This provided an opportunity for the writer to find out the attitudes of the enrollees toward the program, what benefits, if any, they were receiving from it and to provide them an opportunity to suggest possible ways to improve the program. In all cases, after the special teacher had introduced the writer to the given enrollee and had explained the purpose of the visit, he provided an opportunity for the writer to hold a private conference with the enrollee. Usually, during the conference the writer found an opportunity to observe what the enrollee was doing as an outgrowth of his participation in the young or adult farmer instructional program.

At the end of each day the writer recorded his observations from his interviews with the administrators, the teachers, and the young and adult farmer enrollees. He also recorded his over-all evaluation of the program as he had seen it.

III. FINDINGS

Some Evidences of Need for the Special Teacher in the Local Schools

One aim of this study was that of determining how well the special teachers and their programs could be justified in the various communities. The teachers and young and adult farmer programs doubtless can be justified only in communities where need for them can be shown. In this section of the study are some evidences which indicate whether or not the special teachers were needed, such as: the teaching load of the regular allotted teachers, the number of prospects for young and adult farmer classes of vocational agriculture, the predominance of farming in the communities, and the quality of facilities in the schools for young and adult farmer education.

Teaching load of the allotted teacher of vocational agriculture. As indicated earlier, the special-teacher program was initiated in 1951 as one means of meeting the vocational education needs of young farmers and adults in certain schools where the allotted teacher of vocational agriculture was already heavily loaded. The study, therefore, was designed to find out whether or not special teachers were located in schools where the regular teacher has a full load. In other words, without a special teacher beyond the teacher allotment the vocational education needs of many young farmers and adult farmers in the local communities could not be met.

Table II shows the teaching load of the 19 allotted or regular teachers of vocational agriculture in schools where the 13 special teachers were located in 1962-63.

Analysis of Table II reveals that the 19 regular teachers were teaching an average of 86 in-school boys in 4.8 classes and 36 young and/or adult farmers in 1.4 classes. No teacher was having fewer than four in-school classes. One

TABLE II

TEACHING LOAD OF THE NINETEEN REGULAR TEACHERS IN SCHOOLS WHERE SPECIAL TEACHERS WERE LOCATED

School	Teacher	In-school classes			Out-of-school classes	
		Number	Enrollment	Enrollment in class taught by special teacher	Number	Total enrollment
Berrien	Drawdy	5	80		1	22
	Johnson	5	94	14	1	18
Blackshear	Lee	5	115	26	1	38
Blakely	Balkcom	5	66	17	1	33
Coffee	Goodman	5	82	0	1	35
	Walker	4	62		1	22
Irwin	Hamby	6	109	26	1	15
Miller	Grimsley	4	49	22	1	14
Moultrie	Saddler	5	66	14	1	22
	Webb	5	78		1	22
	West	5	97		1	11
	Yearta	5	82		2	38
Norman Park	Walker	5	85	30	5	162
Seminole	Baker	4	54	16	1	35
S.E. Bullock	Spence	5	132	12	1	36
Turner	Rhodes	5	91	27	2	59
Vienna	Yow	5	107	0	1	20
Worth	Gibbs	5	75	0	1	40
	Graham	4	105		2	52
Totals		92	1629	204	26	694
Averages		4.8	86	16	1.4	36

teacher had six in-school classes. Every teacher had at least one out-of-school class. One had five out-of-school classes. The enrollment in in-school classes taught by the regular teachers ranged from a low of 49 at Miller County High School to a high of 132 at Southeast Bulloch High School. If one adds the out-of-school classes being taught by the regular teacher, one is able to see that although some of the regular teachers are more heavily loaded than others, no teacher is carrying less than a full load for a teacher of vocational agriculture.

Table II also shows the number of in-school boys being taught by the special teacher in the schools represented in the study. This latter information is included under the assumption that if the special teacher had not been in the school, this number of in-school students would have been added to the load of the allotted or regular teacher or teachers of agriculture. Without the special teacher, therefore, the average in-school enrollment in the ten schools where the special teacher was teaching an in-school class would have been from a low of 70 at Seminole County High School to a high of 144 at Southeast Bulloch. With these extra in-school students the regular teachers would doubtless have been foreed to decrease their responsibilities for out-of-school classes.

All of the allotted teachers of vocational agriculture in the 13 schools covered by this study were carrying a full teaching load. In ten of the schools these teachers would doubtless have been more heavily loaded with in-school boys had the special teacher not been in the schools.

The number of prospects for vocational agriculture. Special funds for special teachers of vocational agriculture should psobably be provided only for those individual communities where at least one extra teacher is needed for instructing young and adult farmers. As a basis for determining the need for the special teacher in the 13 communities for young and adult farmer classes, the number of class prospects in these two kinds of classes was determined. A few months prior to the visit for this study the teachers had been requested to make a list of young farmer and adult farmer prospects.

In Table III is shown the number of prospects for young and adult farmer classes in the 13 school communities. As revealed in the table, an average of 80 young farmers and 500 adult farmers had been found by the teachers in the 13 communities. The young farmer prospects ranged from a low of 54 at Blackshear. community to a high of 125 in Berrien County. In each of the 13 communities more young farmers had been found than could be taught by the allotted teacher(s) of the community. The same was also true regarding the adult farmers. In fact, many more were found of each group than were being enrolled by both the regular and the special teachers in each of the 13 communities.

There seem to be more than enough prospects in both young and adult farmers to justify the provision of the special teacher to each of the 13 communities in which this study was made.

The agricultural resources of the community. Possibly another factor in determining the need for a special teacher of vocational agriculture in a given situation would be the predominance of farming in that community. The program can best be justified in communities where farming is one of the chief economic pursuits. During the visit in each of the 13 communities, an examination was made of the recent agricultural resource study which had been made by the local teachers. Furthermore, the school administrators and teachers were asked to comment regarding the present and future prospects for farming in their communities. On the basis of these data the writer was able to conclude that farming was the primary occupation in each of these communities and would probably remain so for the next several years.

TABLE III

PROSPECTIVE ENROLLEES FOR OUT-OF-SCHOOL CLASSES OF VOCATIONAL AGRICULTURE

School	Young farmers	Adult farmers
Berrien	125	950
Blackshear	54	241
Blakely	73	265
Coffee	88	1324
Irwin	117	150
Miller	79	171
Moultrie	100	950
Norman Park	73	219
Seminole	60	250
Southeast Bulloch	60	485
Turner	55	522
Vienna	57	275
Worth	96	700
Totals	1037	6502
Averages	80	500

The local facilities for vocational agriculture. It was felt that a teacher beyond the regular allotment should be placed only in a school which had adequate or near-adequate facilities for vocational agriculture. The local facilities for vocational agriculture, therefore, were examined and evaluated as a part of this study. The evaluation in each school was made as a group judgment by the local teachers of vocational agriculture and the writer. In all cases there was found to be a very fine attitude on the part of the local teachers to make a fair and valid judgment.

Table IV shows how the facilities were rated on the day the visit was made.

All of the 13 schools had classrooms, classroom facilities, shops, and shop facilities. All but one, Southeast Bulloch, had an equipped food preservation plant. Pick-up trucks were found at Blakely, Miller County, and Seminole County. Tractors and tractor equipment were found at Blakely and Seminole County. Soil laboratories were found at Moultrie and Seminole County.

Of the 19 classrooms used primarily for vocational agriculture, 14 were rated as excellent or good. Only two, one at Berrien County and one at Worth County, were rated as poor. These were the second classrooms in these schools. The other agriculture classrooms in these two schools were rated as excellent or good.

In like manner the facilities in 14 of the 19 classrooms were found to be excellent or good. The classroom facilities of three schools were found to be fair. Only the facilities of the second and third classrooms at Berrien County and Moultrie, respectively, were found to be poor.

Of the 14 shops in the 13 schools, ten were classified as excellent or good, and three as fair. Only the second shop at Moultrie was classified as poor.

The shop facilities in 12 of the schools were rated as excellent or good, and only those at Southeast Bulloch and the second shop at Moultrie were rated as fair.

TABLE IV

THE LOCAL FACILITIES FOR VOCATIONAL AGRICULTURE

School	Classroom					Classroom facilities				
	Excel-lent	Good	Fair	Poor	No provi-sion	Excel-lent	Good	Fair	Poor	No provi-sion
Berrien	X			X		X			X	
Blackshear			X					X		
Blakely	X					X				
Coffee	X					X				
Irwin		X					X			
Miller	X						X			
Moultrie	X		XX				X	X	X	
Norman Park		XX					XX			
Seminole	XX					XX				
S.E. Bulloch		X					X			
Turner		X					X			
Vienna		X						X		
Worth		X		X		XX				
Number of schools	7	7	3	2		7	7	3	2	

Continued next page

Table IV (cont'd)

THE LOCAL FACILITIES FOR VOCATIONAL AGRICULTURE

School	Shop					Shop facilities					Food preservation plant				
	Excellent	Good	Fair	Poor	No provision	Excellent	Good	Fair	Poor	No provision	Excellent	Good	Fair	Poor	No provision
Berrien	X					X								X	
Blackshear		X					X								X
Blakely		X					X						X		
Coffee	X					X							X		
Irwin		X					X						X		
Miller		X				X							X		
Moultrie	X			X		X		X					X		
Norman Park			X				X						X		
Seminole		X					X						X		
S.E. Bulloch			X					X						X	
Turner		X					X					X			
Vienna		X					X						X		
Worth			X				X				X				
No. of schools	3	7	3	1		4	8	2			1	1	8	2	1

Blakely - Good school farm; excellent truck; excellent tractor
Miller - Excellent truck
Moultrie- Excellent soil laboratory

Seminole - Fair tractor; excellent truck;
soil laboratory

Of the 12 food preservation plants found in the 13 schools, one was rated as excellent, one as good, eight as fair, and two as poor.

It should be stated that with a little special effort on the part of the teachers, along with a small outlay of funds, the classrooms and shops rated as poor could be improved to good or excellent. Except for Blackshear, Moultrie (one building), Norman Park, and Worth County, these 13 programs were housed in modern structures. Of those in modern structures only the shop at Southeast Bulloch was seriously inadequate in size.

Except for the food preservation plants, these schools, as a whole, were found to have good facilities for programs of vocational agriculture including that portion of the programs carried on by the special teachers.

Considering the teaching load of the regular teachers in the 13 schools, the number of prospects for young and adult farmer classes, the predominance of farming in each of the communities, and the quality of facilities for programs of vocational agriculture in the schools, the location of a special teacher in each of the 13 schools seems to be well justified. There is evidence of need for the special teacher in each of the schools.

The Background and Professional Qualifications of the Special Teachers

Most leaders in the field of vocational agriculture education believe that teachers who work primarily with young and adult farmers should be in at least the upper 50 per cent of the vocational agriculture teacher group. It is particularly important that such teachers enjoy the respect of those with whom they work and that they be able to deal with them with confidence and understanding. In attending classes young and adult farmers are not governed by school attendance laws as are most in-school enrollees. Young and adult farmers attend classes and participate in young and adult farmer education because they feel that they can be or are being benefited from such participation. It is reasonable to believe that the more they realize that they are benefiting from the educational program the better their participation will be.

There is some basis for the point of view that a teacher of vocational agriculture who works with young and adult farmers should meet the following criteria: (1) He should have been farm reared; (2) he should hold at least a bachelor's degree in agriculture with a major in agricultural education, which includes theory and practice of teaching and working with young or adult farmer groups; and (3) he should be an experienced teacher. These teachers, therefore, were asked to provide certain data to determine the extent to which these factors were satisfied in selecting them to become special teachers.

Background. Table V shows that all of the teachers were reared on a farm. Incidentally, all were reared in South Georgia. Nine of the 13 had had experience as a farm operator. Each teacher of the group, therefore, should have been at least somewhat familiar with farming and with many of the problems faced by young and adult farmers in the community where he was teaching. He should have been able to think, feel, and discuss farming confidently with young and adult farmers.

The 13 teachers ranged in age from 23 to 49 years of age. The average age of the group was 36 years. Only three of the teachers were less than 30 years of age.

As a group these teachers had had an average of 11 years of experience in teaching vocational agriculture. Three had had over 15 years of experience. Only two had had fewer than five years.

Professional qualifications. Table V also shows that the teachers had attended from two to four colleges and all had received a Bachelor of Science in Agriculture degree. Five of the group had done work beyond the bachelor's.

TABLE V

BACKGROUND AND QUALIFICATIONS OF THE THIRTEEN SPECIAL TEACHERS

School	Farm reared	Number colleges	Highest degree	Number years taught	Age	Certificate	Operator of farm	Post-graduate
Berrien County	X	2	B	3	25	T-4	X	
Blackshear	X	2	B	2	23	T-4		
Blakely	X	4	B	14	36	DT-4	X	X
Coffee County	X	3	B	17	44	DT-4		X
Irwin County	X	2	B	9	31	DT-4		
Miller County	X	2	B	10	40	DT-4	X	X
Moultrie	X	2	B	11	43	DT-4	X	
Norman Park	X	2	B	5	32	T-4	X	X
Seminole County	X	2	B	26	49	DT-4	X	
Southeast Bulloch	X	2	B	5	25	T-4		
Turner County	X	2	B	11	39	DT-4	X	X
Vienna	X	3	B	26	49	DT-4	X	
Worth County	X	2	B	6	31	DT-4	X	
Averages				11	36			

Twelve of the 13 teachers had attended Abraham Baldwin Agricultural College. Each of them was a graduate of the University of Georgia. Every teacher in the group had studied as a part of his professional program the theories of adult education in agriculture and, as a part of his apprentice teaching, had actually organized and taught an adult class which consisted of at least five or six meetings of the class group. This teaching had been done under the close supervision of a successful teacher of vocational agriculture, supplemented by the supervision of a representative of the professional staff in agricultural education at the University of Georgia.

All teachers held a four-year professional certificate for teaching vocational agriculture; furthermore, nine held the life-professional certificate.

In the light of these facts one can justifiably conclude that the background, professional qualifications, and experience of these teachers as a whole are such as not to thwart the development of good local programs of vocational agriculture. One of the few evidences which might have been a hindrance was that of lack of experience on the part of three teachers. This factor, however, did not seem to influence adversely the local programs of those teachers.

Evaluation of Teacher Traits

As stated earlier in describing the procedures used in making this study, several people evaluated the "teacher traits" of each of the 13 special teachers. They were the local superintendent, the local principal, the local allotted teachers of agriculture, and the area supervisor of agricultural education.

The teacher traits included certain personal characteristics, competencies, and performances which were thought to influence the effectiveness of the special teachers in the local program of vocational agriculture. The evaluative instrument used in this part of the study is included in the appendix.

The special teacher was rated as superior, good, average, fair, or poor on each of 25 traits. If the evaluator had no basis for evaluating the teacher on a given trait, he had the opportunity of indicating that fact.

These data were tabulated and each trait was valued on a five-point scale. A "superior" rating on a given trait was credited with five points, and a "poor" rating was credited with one point. These numerical scores were helpful in determining the chief strengths and weaknesses of the special-teacher group as seen by each of the superintendents, principals, fellow teachers, and supervisors. The following paragraphs will show the five or six chief strengths and weaknesses of the 13 special teachers as seen by the evaluating groups. Only five are listed except where there was a tie for fifth place.

As seen by the superintendents, the highest scores were given on the following: working with the superintendent, conduct, maturity, making adjustments in family living, and working with other agricultural workers. No teacher was seen as less than average on any of these traits.

The lowest scores given by the superintendents were the following: making reports, maintaining and organizing departmental facilities, appropriateness of dress, initiative, and teaching in-school groups. Even in these five traits, however, most of the teachers were rated as good or superior. All but four teachers scored good or superior in making reports, all but five in maintaining and organizing departmental facilities, all but three in appropriateness of dress, all but three in initiative, and all but two in teaching in-school groups.

As seen by the principals, the highest scores were given for sincerity, conduct, cooperativeness in working with the principal, working with other agricultural workers, and teaching young farmers.

The principals gave the lowest scores for keeping records, making reports, maintaining departmental facilities, ability to work with boys, and teaching in-school groups. In these five possible "weaknesses," however, the majority were rated good or superior. All but five were rated good or superior in keeping records, all but five in making reports, all but four in maintaining and organizing departmental facilities, all but three in ability to work with boys, and all but three in teaching in-school groups.

As seen by their fellow teachers of vocational agriculture in the same school, the special teachers as a group received the highest rating in the following: sincerity, conduct, ability to work with young farmers, and cooperativeness with the fellow teacher of agriculture. Only one special teacher was seen as less than good in each of these five traits.

The fellow teachers of vocational agriculture rated the special teacher lowest in the following: maintaining and organizing departmental facilities, promptness, ability to work with and teach in-school groups, teaching adult farmers, and enthusiasm. In each of these five traits, however, not more than two teachers were rated below average.

As seen by the supervisors, the 13 special teachers rated highest in the following traits: sincerity, cooperativeness, working with the supervisors, conduct, and working with other teachers.

The supervisors rated these teachers lowest in the following: maintaining and organizing departmental facilities, keeping records, making reports, ability to work with adults, promptness, and maturity. Only two teachers, however, were rated as below average and they were so rated in one trait--that of ability to work with adult farmers.

In summary, the 13 special teachers as a group were rated above average by those most closely associated professionally with them--superintendents, principals, fellow teachers, and supervisors. As a group they rated as superior or good in most of the 25 traits. Their best ratings were provided in the area of their personal characteristics, the adjustments made to the various individuals in their professional environment, and in their ability to work with young farmers as a group. Their poorer ratings were received in keeping records and making reports, in maintaining and organizing departmental facilities, in appropriateness of dress, and in teaching in-school groups.

Findings Regarding the In-School Program

The State Board of Education permits the special teacher to teach only one in-school class. This policy frees the teacher so that he can place major emphasis on young and adult farmer instruction.

Table VI contains a brief analysis of the in-school class activities of the special teacher for the ten-month period, July, 1962, through April, 1963.

Type of class. Ten of the 13 teachers were responsible for an in-school class, either a regular class of vocational agriculture or a shop class. Only two teachers, however, were found to be teaching a shop class. Three of the teachers (Coffee County, Vienna, and Worth County) were not responsible for teaching an in-school class of any kind.

Grade taught. Table VI shows that the ten teachers with an in-school class varied in grade groups taught. All grades, from 8 through 12, were represented except the eleventh. Five of the ten teachers were teaching a ninth grade group.

Enrollment. As seen also in Table VI, the enrollment in the classes taught by the special teachers averaged 20, with a range from 12 to 30.

Supervisory visits. An analysis was made of the total number of supervisory visits made by the teacher to the enrollees in his regular in-school class in vocational agriculture for the ten-month period from July 1, 1962, through April 20, 1963. As seen in Table VI, an average of 78 such visits was made. The

TABLE VI

A BRIEF ANALYSIS OF THE IN-SCHOOL CLASS

School	Grade	Kind of class	Enrollment	Number visits	Average number visits	Range in visits	Number units	Master course calendar
Berrien	9	R	14	98	7	3-10	13	X
Blackshear	9	R	26	138	5	3-7	15	X
Blakely	8	R	17	105	6	4-10	16	X
Coffee (no class)								
Irwin	9	R	26	69	2	0-10	16	X
Miller	9	R	22	81	4	2-6	15	X
Moultrie	12	S	14	0	0	0	4	X
Norman Park	9 & 10	R	30	96	3	1-10	16	X
Seminole	10	R	16		*		15	X
S. E. Bulloch	12	S	12	36	3	2-5	12	X
Turner	9	R	27	79	3	2-5	22	X
Vienna (no class)								
Worth (no class)								
Totals			204	702	3.4		144	
Averages			20	78		0-10	14	

*Data not available.

students received from 0 to 10 visits. Although not shown on Table VI, the data revealed that for the group as a whole 30 per cent of the enrollees were visited less than three times, 54 per cent were visited from three to six times, and 16 per cent were visited seven or more times. All the students receiving less than two visits were in three schools. The students not visited were in two schools, and those in one of the schools were in a shop class. The students in shop classes were not visited as much as the students in regular classes.

The degree to which instructional programs were pre-planned. Each of the ten teachers had a pre-planned instructional program for the in-school class and had worked out a master course calendar. In other words, the teacher and the students knew in advance what units would be taught and in what sequence the different units would be taught.

Findings Regarding Young Farmer Program

Enrollment. As shown in Table VII, a total of 444 young farmers were enrolled in 13 schools. This means that the teachers involved in this program taught an average of 34 young farmers. The enrollment per teacher ranged from a low of 25 to a high of 54.

Organization. The 444 young farmers were organized into 16 classes. Eleven of the teachers had their young farmers organized into one class; one had them organized into two classes; and one teacher had his young farmers organized into three classes. The 11 teachers with one class had enrolled an average of 32 young farmers, with a range from 25 to 46. The teachers with more than one class had enrolled 41 and 54 young farmers, respectively.

It was observed that in schools with more than one class the young farmers were organized either on the basis of their geographical location or on the basis of their age. In Berrien County, where for some time two classes had been organized on the basis of age, a third class had recently been organized in the upper end of the county for the convenience of all young farmers in that area.

TABLE VII

ENROLLMENT AND ATTENDANCE IN YOUNG FARMER CLASSES

School	Number groups	Enrollment	Number meetings	Average attendance	Percent attendance	Percent attending meetings	
						Over 50%	Under 25%
Berrien	3	54	43	7	35	46	33
Blackshear	1	26	14	15	59	73	8
Blakely	1	26	26	10	39	46	4
Coffee	1	31	22	18	59	68	10
Irwin	1	46	34	16	35	30	33
Miller	1	37	26	18	49	53	35
Moultrie	1	29	19	13	46	45	28
Norman Park	1	32	28	13	39	38	9
Seminole	1	25	40	13	50	60	0
S.E. Bulloch	2	41	33	8	40	59	24
Turner	1	32	26	11	34	31	47
Vienna	1	27	17	9	33	18	52
Worth	1	38	16	16	42	37	29
Totals or averages	16	444	344	12	42	47	23

Number of class meetings. For the ten-month period, July through April, an average of 22 meetings per class had been held for the 15 classes which had been operating for the whole period. (Table VII.) One class in Berrien County was organized in January, 1963, and only seven meetings had been held for the new group prior to May 1. There was found to be a wide range in the number of meetings of those young farmer classes which had been organized for at least the ten-month period. For this group the least number of class meetings per class was 13 at Berrien (one class), and the maximum number was 40 at Seminole. Three classes (Berrien, Blackshear, and Southeast Bulloch) had met less than 15 times since July 1. Six classes (Blakely, Irwin County, Miller County, Norman Park, Seminole County, and Turner County) had met for more than 25 times during the period.

Attendance at meetings. An analysis of young farmer class attendance reveals that the average instructional group per meeting consisted of 12 young men. (Table VII.) In individual schools the average attendance ranged from a low of six out of an enrollment of 18 in one class at Berrien County to 18 out of an enrollment of 31 and 37 at Coffee County and Miller County, respectively. The average class attendance was less than 10 at Berrien County, Southeast Bulloch (one class), and Vienna. At the first two schools, however, there were two or three classes of young farmers. The average attendance was 15 or above at Blackshear, Coffee County, Irwin County, Miller County, and Worth County.

How frequently were the individual enrollees attending the young farmer class meetings? For the 444 enrollees the percentage attendance was 42 (Table VII). At least 50 per cent attendance was found at Berrien County (one class), Blackshear, Coffee County, and Seminole County. Below 40 per cent attendance was found at Berrien County (two classes), Blakely, Irwin County, Norman Park, Southeast Bulloch (one class), Turner County, and Vienna.

Furthermore, an analysis was made to determine the distribution of attendance on the part of the young farmers enrolled (Table VII). In other words, what percentage of the young farmers attended all or most of the meetings and what percentage attended few meetings? It was believed that this analysis would help determine the amount of interest young farmers have and the degree to which they were participating in the instructional program provided for them.

The last two columns of Table VII show that there was a great deal of difference between the schools in the percentage of the young farmers enrolled who attended over 50 per cent of the meetings as well as the percentage who attended less than 25 per cent of the meetings. One of the best attendance records was found at Blackshear where, with an average attendance of 59 per cent, 73 per cent of the enrollees attended over 50 per cent of the meetings and only eight per cent attended less than 25 per cent of them. At Coffee County, with an average attendance of 59 per cent, 68 per cent of the enrollees attended over 50 per cent of the meetings and 10 per cent attended less than 25 per cent of them. At Seminole County 60 per cent attended over 50 per cent of the meetings and none attended less than 25 per cent of them. At Vienna, on the other hand, only 18 per cent of the enrollees attended over 50 per cent of the meetings and 52 per cent of the enrollees attended less than 25 per cent of them.

Of the 444 young farmers enrolled by the 13 teachers, two per cent attended all the meetings held for them, 16 per cent attended at least 75 per cent of the meetings, and 47 per cent attended over half of the meetings. The records also show, however, that 23 per cent of the enrollees attended less than 25 per cent of the meetings held for them.

Supervisory visits. Analyses were made of the teacher's supervisory visits to the farms of young farmer enrollees. These were made to determine the total number of such visits made during the ten-month period, the average number of visits per enrollee, and the number and distribution of visits by months. The first two analyses are shown in Table VIII.

TABLE VIII

SUPERVISORY VISITS TO FARMS OF YOUNG FARMER CLASS MEMBERS

School	Total number visits	Enrollment	Number visits per enrollee
Berrien	423	54	8
Blackshear	120	26	5
Blakely	221	26	9
Coffee	366	31	12
Irwin	70	46	2
Miller	171	37	5
Moultrie	480	29	17
Norman Park	215	32	7
Seminole	128	25	5
Southeast Bulloch	122	41	3
Turner	159	32	5
Vienna	313	27	12*
Worth	284	38	8
Totals	3072	444	--
Averages	236	45	7

*Includes visits to young farmers not enrolled.

The 13 teachers averaged a total of 236 young farmer visits for the ten-month period. The total number of visits ranged from a low of 70 to a high of 480. Four teachers had made less than 150 visits--those at Irwin County, Blackshear, Southeast Bulloch, and Seminole County. On the other end of the scale, four teachers had made more than 300 young farmer visits--those at Moultrie, Berrien County, Coffee County, and Vienna. At Vienna, however, it was found that 52 young farmers had been worked with through visitation during the period in spite of the fact that only 27 had been enrolled for organized instruction. It is possible that more young farmers had been visited in other schools than had been enrolled.

Because of the fact that the teachers had not been requested to keep records of the individuals visited, it was not possible to determine the number of visits made to the farms of each individual as was done for the in-school class. The average number of visits per young farmer was made in 12 of the 13 schools. The 12 teachers made an average of seven visits per young farmer. The range in average number of visits was from a low of two at Irwin County to 17 at Moultrie. Two teachers averaged 12 or more visits per enrollee--those at Coffee County and Moultrie. Two teachers averaged less than five visits per enrollee--those at Irwin County and Southeast Bulloch.

As was stated earlier, an analysis was made of the number and the distribution of visits to young farmers by months. As shown in Table IX, it was discovered that the teachers averaged making 23.6 visits per month for the ten-month period. The range by months was from a low of 17.5 visits in July to a high of 29.3 visits in January. The three lowest months for young farmer visits were July, April, and August in that order, while the three highest months in order were January, November, and October. The monthly distribution of visits for each of the teachers tended to follow the group pattern fairly closely.

TABLE IX

YOUNG FARMER VISITS BY MONTHS

School	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	Total	Number enroll-ment	Visits per enrollee
Berrien	20	22	26	81	64	36	60	44	40	30	423	54	7.8
Blackshear	11	8	14	13	11	8	16	14	14	11	120	26	4.6
Blakely	27	21	36	22	26	26	23	12	15	13	221	26	8.5
Coffee	34	48	33	33	36	33	38	36	40	35	366	31	11.8
Irwin	4	14	0	4	18	8	6	8	7	1	70	46	1.5
Miller	3	15	14	29	31	20	32	23	4	0	171	37	4.6
Moultrie	49	38	54	41	57	47	56	41	43	54	480	29	16.6
Norman Park	8	19	24	24	22	13	32	23	25	20	215	32	6.7
Seminole	11	5	13	12	15	19	16	10	18	9	128	25	5.1
S. E. Bulloch	8	7	8	11	14	13	16	19	15	11	122	41	3.0
Turner	13	15	23	19	19	23	20	15	10	2	159	40	4.0
Vienna	28	32	28	41	40	18	40	16	30	40	313	27	11.6
Worth	11	17	49	29	25	34	26	39	42	12	284	38	7.5
Totals	227	261	322	359	378	303	331	300	303	238	3072	452	
Averages	17.5	20.0	24.8	27.6	29.1	23.3	29.3	23.1	23.3	18.3	236.3	35	6.8

There is reason to believe that April's being a relatively poor month for supervisory visits is partly due to the fact that by that time the teachers were tending to have exhausted their travel allowances for the fiscal year. In fact, two teachers were known to have exhausted their travel allowance by April 1.

How instructional program was planned. All teachers in the study reported that they carried on a young farmer instructional program which had been planned in advance. (See Table X.) This means that the program had not been planned from meeting to meeting but that some systematic approach had been made to the problem of preplanning the instructional program. It is possible that the program had been planned in terms of larger and more closely related units than might have resulted if the program had been planned from meeting to meeting. Probably by planning the instructional program in advance, more serious thought had been given to what problem areas to include in the instructional program.

It was also reported that the enrollees had played a large part in planning their instructional program. The total group had participated in some cases in planning the instructional programs, while in others representatives were used to assist the teacher.

Instructional units per group. An analysis was made to determine the number and the kind of instructional units taught during the ten-month period. (Table X.) In the light of the fact that there were some gaps in the data collected at Turner County, this school was not included in this part of the study.

It was found that the average number of units taught per group was 7.7. The range was from a low of four to a high of 15. Ten or more units were taught at Blakely, Coffee County, Irwin County, Miller County, Seminole County, and Vienna. From four to six units were taught at Berrien County, Blackshear, and Moultrie. It is not to be judged, however, that the number of units taught is any indication of the quality of the instructional program conducted in a given school.

TABLE X

YOUNG FARMER INSTRUCTIONAL PROGRAM

School	Pre-planned program	Number groups	Aggregate number units	Average number units/group
Berrien Co.	X	3	18	6
Blackshear	X	1	6	6
Blakely	X	1	10	10
Coffee Co.	X	1	12	12
Irwin Co.	X	1	10	10
Miller Co.	X	1	12	12
Moultrie	X	1	4	4
Norman Park	X	1	9	9
Seminole Co.	X	1	14	14
Southeast Bulloch	X	2	18	9
Turner Co.				
Vienna	X	1	15	15
Worth Co.	X	1	9	9
Totals	12	15	137	7.7 Avg.

The instructional units for young farmer classes in each of the 12 schools studied were categorized into four major areas: (1) farm organization and management, (2) agricultural engineering, (3) production problems, and (4) miscellaneous time devoted to setting up a course calandar, getting the class organized, leadership training, and socials.

Under farm organization and management were categorized such problems as Planning the Farming Program, Financing the Farm, Keeping Records, and Making Income Tax Returns. Under agricultural engineering were categorized such problems as Wiring the Farmstead, Welding, Maintaining Farm Equipment, and Providing Farm Structures. Under production problems were categorized such problems as Producing Tobacco Plants, Fertilizing Crops, Controlling Weeds with Chemicals, and Harvesting Crops.

Distribution of instructional time. As shown in Table XI, an analysis was made of the percentage of instructional time devoted to the four areas. The 12 teachers in this part of the study were found to have devoted a grand total of 774 class hours to their instructional programs for young farmers. Thirty-one per cent of the time was devoted to problems in farm organization and management, or to those closely related; 42 per cent was devoted to problems in agricultural engineering; 24 per cent was devoted to problems in producing and/or processing crops, livestock, and forest products; and three per cent was devoted to setting up a course calendar, getting the group organized, leadership training, and socials.

There were great variations among teachers in the percentage of time devoted to the four areas. Although all teachers devoted some time to problems in farm organization and management with their young farmer groups, the percentage of time devoted to the area ranged from a low of six per cent to a high of 81 per cent.

TABLE XI

DISTRIBUTION OF INSTRUCTIONAL TIME AMONG VARIOUS PROBLEM AREAS IN YOUNG FARMER CLASSES

School	Total hours	Farm organization and management		Agricultural engineering		Production problems		Miscellaneous*	
		Hours	Per cent	Hours	Per cent	Hours	Per cent	Hours	Per cent
Berrien	110	16	15	63	57	15	14	16	15
Blackshear	36	2	6	24	67	10	28	0	0
Blakely	81	22	27	37	46	22	27	0	0
Coffee	44	4	9	0	0	40	91	0	0
Irwin	95	24	25	67	71	4	4	0	0
Miller	62	16	26	20	32	20	32	6	10
Moultrie	46	34	74	12	26	0	0	0	0
Norman Park	59	20	34	23	39	16	27	0	0
Seminole	84	16	19	44	52	24	29	0	0
Southeast Bulloch	66	15	23	32	48	19	29	0	0
Vienna	47	38	81	0	0	8	17	1	2
Worth	44	33	75	3	7	8	18	0	0
Totals	774	240	31	325	42	186	24	23	3

* Includes planning course, leadership training, and socials.

The teachers at Moultrie, Worth County, and Vienna devoted over 70 per cent of their instructional time to farm organization and management. On the other hand, the teachers at Blackshear, Coffee County, and Seminole County devoted less than 20 per cent of their instructional time to this area. Here and throughout this section it is not the purpose of the investigator to imply that these extremes denote strengths or weaknesses in the instructional programs of these teachers.

Although an average of 42 per cent of instructional time for young farmers was devoted to agricultural engineering, there were wide variations among the teachers in the percentage of time devoted to problems in this area. The percentage of class time devoted to agricultural engineering ranged from a low of zero in the case of the teachers at Coffee County and Vienna to a high of 71 per cent by the teacher at Irwin County. Over 50 per cent of class time was devoted to this area in Berrien County, Blackshear, Irwin County, and Seminole County. Less than 10 per cent was devoted to this area at Coffee County, Vienna, and Worth County. The other teachers were near the average of 42 per cent in the proportion of time devoted to problems in agricultural engineering.

Although an average of 24 per cent of class time was devoted to problems in producing farm products, here, too, there were wide variations among the teachers in this respect. One teacher (Moultrie) spent no class time with problems in this area. At the other end of the scale, the teacher at Coffee County devoted 91 per cent of his class time to problems in producing farm products. This was the only teacher, however, who devoted more than a third of his class time to problems in this area.

Amount of assistance from other teachers. In the light of the fact that young farmers now have to deal with certain problems which are highly technical, teachers have been able to get assistance in teaching when these highly technical problems are to be taught. "Area" teachers of vocational agriculture have provided a great deal of assistance in dealing with such problems. Some assistance has also been provided by certain commercial organizations. An analysis was made to determine to what extent other teachers had supplemented the teaching done by the special teachers in young farmer instruction. These data are to be found in Table XII.

Approximately three-fourths of the instructional time in the young farmer classes was being taken care of by the special teachers themselves. In only one school, Southeast Bulloch, was the special teacher providing less than half the instruction. The range was from a low of 48 per cent at Southeast Bulloch to a high of 100 per cent at Blackshear, Coffee County, and Moultrie.

Some outcomes. In this study the teachers were asked to list some of the major outcomes of their young farmer instructional program. Outcomes were interpreted as changes in facilities, changes in practices or skills, and changes in the over-all farming program of the enrollees. The outcomes reported were very closely related to the instructional program carried on in the various centers.

In the area of farm mechanics outcomes were most frequently reported in terms of welders and the use of welding abilities (both electric and oxy-acetylene), in farm machinery maintenance and repair, and farm machinery construction such as four-row planters and cultivators. In farm mechanics outcomes were also reported in terms of new pole structures, farrowing houses, pig parlors, or tobacco barns, farm ponds and lagoons, and in terms of farm wiring. A total of 22 electric welders and 23 oxy-acetylene welders were indicated as having been bought by young farmer enrollees during the 1962-63 school year. This, however, was reported as only a fraction of the total number of welders to be found on the farms of the young farmers.

TABLE XII

THE DIVISION OF INSTRUCTIONAL TIME BETWEEN SPECIAL TEACHERS AND OTHER TEACHERS IN YOUNG FARMER CLASSES

School	Per cent of instructional time	
	Self	Other
Berrien	86	14
Blackshear	100	0
Blakely	79	21
Coffee	100	0
Irwin	61	39
Miller	77	23
Moultrie	100	0
Norman Park	69	31
Seminole	81	19
Southeast Bulloch	48	52
Vienna	66	34
Worth	56	44
Average	76	24

Note: These data not gathered at Turner County High School.

Welding skills learned in young farmer classes evidently had played a major role in improving the farming economy on many of the farms visited. On four visits to farms of young farmers the enrollees were found to be in the act of using their welding skills in constructing farm machines or farm gates. One other young farmer reported having used his new welder to save $350 in 1962-63 by hard surfacing his plow points and by duplicating machinery which he would otherwise have had to purchase.

Several young farmers were pleased to show the writer farm structures and wiring systems as outgrowths of learnings in young farmer classes. For example, one young farmer in Irwin County had a 20-sow farrowing house which had been wired for heating prior to the time that his teacher had taught a unit in farm wiring. During the first session of the unit on farm wiring the young farmer recognized the fact that his lines were extremely overloaded. Furthermore, he saw that he had been extremely fortunate in avoiding the loss of the farrowing house and nearby barns as well as the loss of sows and young pigs. During the writer's visit the young farmer proudly displayed a new wiring system which he had planned and constructed as an outgrowth of the instructional program.

In the area of farm organization and management, outcomes were reported in terms of farm records, income tax returns, and farm plans tentatively made or in the process of being made. In the personal interviews with young farmers on their farms the investigator was impressed with the fact that so many of them volunteered to indicate that this aspect of the young farmer program had benefited them most of all. As a group they seem to recognize the importance of farm planning in modern-day farming and to appreciate what the local teacher was doing to help them meet their needs in the area. For example, at Norman Park one young farmer with 73 brood sows showed the writer a record-keeping system he had set up as an outgrowth of the local young farmer instructional program. Through the use of the system he would be able to identify the sows which were most productive in farrowing and raising to weaning age large litters of pigs. He would also be able to identify and cull the least productive sows. Furthermore, he would be able to identify the gilts from the most productive sows for use as future brood sows. By means of the record system he would gradually improve the over-all efficiency of his hog production program and, at the same time, increase the net returns which he might realize from the program.

Almost all teachers who taught productive problems reported improved practices on the part of their young farmers in producing crops and/or livestock as an outgrowth of their instructional programs. Many of these new practices reflected the use of recent research data in the solution of their problems of farm production. For example, two young farmers who were visited in Coffee County during a wet spell had done land leveling combined with high row bedding for tobacco which showed definite signs of ruin or near ruin after an extended period of heavy rainfall. These same young farmers had studied tobacco fertilization in class and decided to use 1,200 pounds of fertilizer per acre where, in the past, they had been using approximately 2,000 pounds. Both individuals expressed to the writer a strong belief that they would make more money from their tobacco because of having studied and used experiment station findings in applying fertilizer to that crop.

Findings Regarding Adult Farmer Program

Enrollment. As shown in Table XIII, a total of 574 adult farmers were enrolled in adult classes by the 13 teachers included in the study. The average number enrolled was 44 adult farmers per teacher. The enrollment per teacher ranged from a low of 23 at Berrien to a high of 82 at Worth County.

Organization. The 574 adult farmers were organized into 29 class groups, or somewhat more than two classes per teacher. Two teachers taught one class of adults; eight teachers taught two classes; two teachers taught three classes; and one teacher taught five classes.

TABLE XIII

ENROLLMENT AND ATTENDANCE IN ADULT FARMER CLASSES

School	Number groups	Enrollment	Number meetings	Average attendance	Per cent attendance	Per cent attending meetings	
						Over 50%	Under 25%
Berrien	1	23	10	11	50	65	9
Blackshear	3	71	33	15	64	80	3
Blakely	3	74	26	16	64	86	3
Coffee	2	30	20	10	69	83	3
Irwin	2	44	26	13	57	57	9
Miller	2	32	26	13	79	81	6
Moultrie	2	39	20	12	59	69	5
Norman Park	2	37	20	12	65	81	3
Seminole	2	45	24	19	86	100	0
S. E. Bulloch	2	35	18	8	46	51	23
Turner	2	40	24	11	50	40	15
Vienna	1	22	10	8	36	32	41
Worth	5	82	55	13	73	90	4
Totals	29	574	312	--	--	--	--
Averages	--	---	---	13	64	75	7

Number of meetings. For the ten-month period, July through April, the teachers held an average of almost 11 meetings per class. At the time the study was made, only two teachers had not held a minimum of ten meetings for their adult groups. Six teachers, on the other hand, had held more than ten meetings per group. No teacher had held more than 13 meetings for an adult class group.

Attendance at meetings. The average attendance in the adult classes taught by teachers in this study was 13 (Table XIII). The average attendance ranged from a high of 19 in Seminole County to a low of eight at Southeast Bulloch and Vienna.

The percentage attendance was an average of 64 for the 29 class groups. Seminole County had the highest percentage attendance with 86. Vienna had the lowest with 36. Besides Seminole County above-average attendance was found at Coffee County, Miller County, Norman Park, and Worth County.

Of the 574 adults enrolled in classes taught by the 13 teachers, 16 per cent attended all meetings. Forty-one per cent attended at least 75 per cent of the class meetings, and 75 per cent attended at least half of the meetings. Seven per cent attended less than 25 per cent of the class meetings. In one class at Worth County 75 per cent of the enrollees attended all meetings. The percentage attendance at the adult class meetings was 64 per cent, and that at the young farmer class meetings was 42 per cent.

A closer look at the attendance in the various schools reveals that, like the attendance in the young farmer classes, there were vast differences among the schools in the percentage attendance in adult farmer classes. All enrollees attended at least 50 per cent of the class meetings in one of the three classes at Blakely, in both classes at Seminole County, and in four of the five classes at Worth County. On the other hand, less than 50 per cent of the enrollees attended at least 50 per cent of the meetings in one class at Irwin County, in one class at Southeast Bulloch, in both classes at Turner County, and in the one class at Vienna.

Supervisory visits. An analysis was made of the teacher's supervisory visits to the farms of the adult farmer enrollees. This analysis included the total number of such visits during the ten-month period, the average number of visits per enrollee, and the number and distribution of the visits by months. The data for the first two are shown in Table XIV.

The 13 teachers averaged a total of 163 adult farmer visits for the ten-month period. This compares with a total of 236 visits for the young farmer enrollees. The number of adult farmer visits ranged from a low of 71 at Norman Park to a high of 298 at Blackshear. More than 200 visits to the farms of adults were made at Blackshear, Blakely, and Vienna. Less than 100 such visits were made at Irwin County, at Norman Park, at Seminole County, at Southeast Bulloch, and at Turner County.

As with the program for young farmers, no request had been made for the teachers to keep records on the specific individuals visited. It was not possible, therefore, to determine the distribution of the visits among the individuals enrolled nor the extent to which visits were made to adults not enrolled.

An analysis was made of the average number of visits per enrollee. The average number of visits per enrollee for all teachers was four. There were vast differences, however, among the teachers in the average number of visits per adult class enrollee. The range was from two visits at Irwin County, Norman Park, Turner County, and Worth County, to 12 visits at Vienna. More than five visits per enrollee were made at Berrien County, Coffee County, and Vienna.

As indicated earlier, an analysis was made of the distribution of the visits to adult farmers by months. The data are shown in Table XV. The average number of visits by months for the 13 teachers ranged from a low of 10.4 in July to a high of 26.4 in January. One is able to see, therefore, that this group of

TABLE XIV

SUPERVISORY VISITS TO FARMS OF ADULT CLASS MEMBERS

	Adult farmers		
School	Total number visits	Enrollment	Number visits per enrollee
Berrien	174	23	8
Blackshear	298	71	4
Blakely	296	74	4
Coffee	193	30	6
Irwin	88	44	2
Miller	123	32	4
Moultrie	160	39	4
Norman Park	71	37	2
Seminole	94	45	2
Southeast Bulloch	98	35	3
Turner	76	40	2
Vienna	267	22	12
Worth	185	82	2
Totals	2123	574	-
Averages	163		4

TABLE XV

ADULT FARMER VISITS BY MONTHS

School	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	Total	Number enroll-ment	Visits per enrollee
Berrien	12	15	18	19	18	10	40	12	14	16	174	23	7.6
Blackshear	17	11	31	57	41	26	27	31	34	23	298	71	4.2
Blakely	35	40	32	27	33	23	29	31	25	21	296	74	4.0
Coffee	12	12	14	21	20	12	24	22	33	23	193	30	6.4
Irwin	2	4	3	2	22	9	20	13	7	6	88	44	2.0
Miller	3	2	18	12	9	28	25	24	2	0	123	32	3.8
Moultrie	12	13	15	9	15	11	26	26	15	18	160	39	4.1
Norman Park	1	5	10	6	4	6	15	8	6	10	71	37	1.9
Seminole	5	7	13	6	9	20	12	3	12	7	94	45	2.1
S. E. Bulloch	6	5	8	10	13	10	14	16	9	7	98	35	2.8
Turner	3	2	0	2	7	2	31	24	2	3	76	40	1.9
Vienna	18	20	26	48	32	20	36	12	20	35	257	22	12.1
Worth	9	3	14	6	12	12	44	30	48	7	185	82	2.3
Totals	135	139	202	225	235	189	343	252	227	176	2123	574	
Averages	10.4	10.7	15.5	17.3	18.1	14.5	26.4	19.4	17.5	13.5	153.3	44	3.7

teachers tends to follow the same distribution pattern of visits by months for the adult farmers as for the young farmers. The number of visits to the farms of members of out-of-school groups gradually increases from a low in July to a high in January, after a dip in December, and a gradual decline during February, March, and April. This patter is fairly uniform for the 13 teachers of the study.

How the instructional program for adults was planned. As shown in Table XVI, the instructional program was analyzed in 12 of the 13 schools. In each of the 12 schools the instructional program for adults was reported as planned in advance. In other words, the program either was planned in the beginning for the year or was planned periodically as the need arose. No teacher reported that the program was planned from meeting to meeting.

In most cases the instructional program was planned under the leadership of the teacher with the help of the total group of enrollees or with the help of a smaller group of enrollee representatives.

Instructional units taught. An analysis was made of the number and the kinds of instructional units taught the adult groups. No attempt was made, however, to get a uniform breakdown of the units. Some were stated as farm jobs and some were stated as groups of jobs. A sufficient analysis was made, however, to find that some teachers provided for given groups instructional programs which consisted of closely related problems, while other teachers provided instructional programs which consisted of unrelated problems.

The number of instructional units as reported ranged from one to eight. An average of 4.5 units per group was taught for the 25 groups studied. In a few schools where more than one group of adults were taught, the same number and kinds of instructional units were provided for each group.

In a rapidly changing agriculture there probably should be a need for changing the emphasis in instructional programs for adult farmers. Formerly, much of the instruction for adult groups was devoted to problems of producing

TABLE XVI

ADULT FARMER INSTRUCTIONAL PROGRAM

School	Pre-planned program	Number groups	Aggregate number units	Average number units/group
Berrien Co.	X	1	2	2
Blackshear	X	3	21	7
Blakely	X	3	13	4.3
Coffee Co.	X	2	14	7
Irwin Co.	X	2	10	5
Miller Co.	X	2	14	7
Moultrie	X	1 *	1	1
Norman Park	X	2	12	6
Seminole Co.	X	1 *	1	1
Southeast Bulloch	X	2	16	8
Turner Co.	Data not complete			
Vienna	X	1	4	4
Worth Co.	X	5	5	1
Totals	12	25	113	4.5

* For one group data not complete

crops and livestock. In this study an analysis was made to determine the extent to which other problem areas were being placed in the instructional program for adults.

As shown in Table XVII, practically all the instructional time had been devoted to problems in three areas: farm organization and management, agricultural engineering, and production of crops and livestock. The time devoted to group instruction for adults was categorized, therefore, into the three areas, and the percentage of time devoted to each was determined. The teachers in the 13 schools had devoted a total of 715 hours to adult group instruction. Of this total, 43 per cent had been devoted to problems in agricultural engineering, 34 per cent to problems in farm organization and management, and only 23 per cent had been devoted to problems in crop and livestock production.

As with the young farmer instructional program, there was not a great deal of similarity among the teachers in the distribution of time within the three areas. Two teachers, those at Berrien and Seminole, devoted all their adult instructional time to farm organization and management. On the other hand, two teachers, those at Coffee and Moultrie, did not include problems in this area in their instructional program for adult groups. The teacher at Moultrie devoted all his instructional time for adults to problems in agricultural engineering. No teacher, however, devoted more than 69 per cent of his instructional time for adults to problems in producing and processing crops and livestock., Seven of the teachers distributed their instruction for adults among all three areas.

Amount of assistance from other teachers. An analysis was made to determine how much of the adult class teaching was done by the special teacher and how much was done by others, either area teachers or other kinds of teachers. For the total group, as shown in Table XVIII, 69 per cent of the instructional time had been taken care of by the special teachers themselves. Only at Moultrie did

TABLE XVII

DISTRIBUTION OF INSTRUCTIONAL TIME AMONG PROBLEM AREAS IN ADULT FARMER CLASSES

School	Total hrs.	Farm organization and management		Agricultural engineering		Producing crops and livestock		Others	
		Hrs.	Per cent	Hrs.	Per cent	Hrs.	Per cent	Hrs.	Per cent
Berrien	26	26	100	0	0	0	0		
Blackshear	96	24	25	52	54	20	21		
Blakely	83	15	18	40	48	28	34		
Coffee	42	0	0	18	43	24	57		
Irwin	57	36	63	17	30	4	7		
Miller	52	8	15	8	15	36	69		
Moultrie	40	0	0	40	100	0	0		
Norman Park	44	16	36	12	27	16	36		
Seminole	48	48	100						
S. E. Bulloch	40	6	15	10	25	24	60		
Vienna	19	16	84	0	0	2	10	1	5
Worth	120	40	33	80	67	0			
Turner	48	8	17	32	67	8	17		
Totals	715	243	34	309	43	162	23	1	-

TABLE XVIII

THE DIVISION OF INSTRUCTIONAL TIME BETWEEN SPECIAL TEACHERS AND OTHER TEACHERS IN ADULT FARMER CLASSES

School	Per cent of instructional time	
	Self	Other
Berrien	31	69
Blackshear	34	66
Blakely	87	13
Coffee	81	19
Irwin	67	33
Miller	100	0
Moultrie	0	100
Norman Park	73	27
Seminole	100	0
Southeast Bulloch	95	5
Vienna	100	0
Worth	50	50
Averages	69	31

Note: These data not gathered at Turner County High School.

visiting instructors take care of all the adult farmer instruction. The special teachers at Miller County, Seminole County, and Vienna took care of 100 per cent of the instructional time for their adult farmer groups.

Some outcomes. In this study the special teachers were asked to list some of the major outcomes of their instructional program for adult farmers. These outcomes were in terms of farming changes made by the enrollees which were closely related to what had been taught in the adult classes. Changes were made in farm organization and management, in production practices, in providing and maintaining facilities, and the like.

The outcomes of the adult class instruction as listed by the teachers were used as a basis for the farmer interviews which were held later in the day on the farms of the enrollees.

The writer was very much impressed not only with the number and kinds of outcomes reported but also with the close relationship between the outcomes and the local instructional program. There was evidence on all farms visited that farmers were doing something not only about the problems which had been dealt with in the current instructional program but also about those dealt with in instructional programs of former years.

One farmer of a fairly large operation stated that he had been a member of the local adult class taught by the special teacher for only three years. He reported that during the period, however, his gross earnings had increased about 50 per cent. He gave the special teacher a major share of the credit for this increase. After observing many changes which had been made in his operations and the teacher's part in these changes, one could easily see that the teacher had been a very important factor in the promotion of vocational learnings by this farmer.

Where welding had been taught, a very large percentage of the farmers were reported to be doing their own welding and with welders which they had bought for their own use after the group instruction provided by the teacher.

In schools where short courses or clinics in electrical wiring had been held, there was found evidence that learnings were being utilized to improve the wiring facilities on the farms of class members for efficiency, safety, and increased use.

In five of the schools a short course on pole structures had been taught during 1962-63. In these schools 14 pole structures had been built already and seven others had definitely been planned. One of the farmers who had built a pole-structure machinery shed told the writer that before instruction in farm structures had been provided, a contractor had offered to build a steel structure at a cost which was several times that of his pole structure. He preferred the pole structure because it cost less, he could utilize his own labor in building it, and it could be easily enlarged.

There was also evidence that adult farmers who had participated in tractor maintenance instruction were doing a better job of maintaining and servicing their tractors. Several teachers indicated that they were well pleased with what their farmers were doing after the tractor maintenance short course.

Eleven teachers had included instruction in farm organization and management for their adult groups in 1962-63. Most of these teachers expressed a high degree of satisfication with the interest that the farmers had shown and the outcomes of the instruction. Several indicated that instruction had been provided in keeping farm records. Several farmers manifested an interest in this aspect of the instructional program and stated that they were keeping records for their use in farm planning and in making income tax returns. As a result of the instructional programs in two adult classes at Worth County, each of the 25 farmers enrolled filed income taxes, and 10 of them prepared their own returns.

In the area of crop and livestock production a great deal was accomplished where problems in these areas were included in the instructional program for adult groups. The outcomes indicated that these areas are still important to the farmers enrolled in adult classes in these schools.

One of the problem areas in crop production of major concern to the farmers was that of chemical weed control. In two of the schools where this was taught, Southeast Bulloch and Miller County, 8 and 13 farmers respectively were reported to have used chemicals in weed control for the first time.

At Miller County 25 adult farmer enrollees were reported to have limed at least a portion of their farms after chemical weed control had been taught in the adult classes.

After the spacing of peanuts had been taught at Blakely, 10 adult enrollees followed new and approved spacing practices.

Much has been discovered in the last few years with regard to animal nutrition; consequently, new and more productive and profitable feeding practices have resulted. At Blakely and Southeast Bulloch, where feeding problems were included in the instructional program for adults, seven and nine farmers repectively were reported to be using improved practices in feeding livestock.

Livestock diseases and insects often make a great difference in the profits farmers are able to make in livestock production. Here, too, many new and more effective control measures have been discovered. At Blackshear much interest was reported to have been manifested in this area. After instruction there, over 35 farmer enrollees followed newer practices in controlling livestock diseases. At Southeast Bulloch at least five farmers had used improved control measures for cattle insects.

Other Professional Responsibilities and Activities

When this study was planned, the decision was made to determine what professional responsibilities the special teacher was assuming in addition to those directly connected with his organized class work including preparation for teaching and on-farm instruction and supervision of his class enrollees. Such responsibilities would be carried out on campus either as one of the total school faculty or as one of the agriculture teachers in the high school. It was anticipated that the special teacher would be assuming responsibilities of this kind. Such activities can consume much or little of the professional time of a teacher. This aspect of the study would throw some light on how well the special teacher was using his professional time.

Campus responsibilities as a teacher in the school. It was found that in 11 schools the special teacher, like any other teacher in the school, had been assigned certain incidental campus responsibilities. In two schools (Coffee County and Turner County) no such responsibilities had been assigned. The nature of the campus responsibilities are shown in Table XIX.

TABLE XIX

KINDS OF CAMPUS DUTIES BEING ASSUMED
BY ELEVEN SPECIAL TEACHERS

Kinds of duties	Number of teachers
Ticket duty at athletic events	7
Hall or campus duty for keeping order	3
School maintenance duties	2
Operating school supply store	1
Roll call	1

Seven teachers sold or took up tickets at athletic events; three had specific assignments for being in halls or on playgrounds at given times for the purpose of keeping order; two from time to time assumed responsibilities for repairing facilities or making plans for their general maintenance; one kept the school supply store open for a short period each day; and one called the roll to check attendance at a certain period each morning.

An analysis was made of the time devoted to these duties during the school day. The findings are shown in Table XX.

TABLE XX

HOURS PER WEEK DURING THE SCHOOL DAY
DEVOTED TO CAMPUS DUTIES AS A TEACHER
IN THE SCHOOL

Hours per week	Number of teachers
None	7
1 - 5	5
Over 5	1
Total	13

Seven of the 13 teachers reported that their campus duties did not make use of any of the school day. These duties generally were connected with athletic events which were held at night. Five reported that their campus duties made use of up to one hour per day. One teacher reported, however, that he devoted 20 hours per week (four hours per day) to such duties.

Campus responsibilities as a teacher of vocational agriculture. Certain responsibilities were assumed by the special teacher as a teacher of vocational agriculture. In all multiple-teacher departments, there are certain responsibilities that one teacher can possibly assume better than another because of his interests and abilities. The responsibilities reported here were in addition to those the special teacher assumed in teaching his own in-school or out-of-school classes and in addition to his campus duties reported above.

Table XXI shows an analysis of the kinds of responsibilities assumed by the special teachers as teachers of vocational agriculture in multiple-teacher situations.

TABLE XXI

KINDS OF RESPONSIBILITIES ASSUMED BY SPECIAL TEACHERS AS TEACHERS OF VOCATIONAL AGRICULTURE

Kinds of responsibilities	Number of teachers
No responsibilities	1
Advising the FFA	10
Supervising canning activities	6
Supervising shop activities for out-of-school groups	4
Shop maintenance	2
Teaching certain mechanics skills	1
Forestry field day preparation	1
Visiting boys of other teacher's classes	1
Supervising soils laboratory	1
Relief teaching (in absence of regular teacher)	2

As can be seen from Table XXI, ten teachers reported that they had assumed the responsibility of advising the FFA; six had supervised canning activities; and four had supervised shop activities of out-of-school groups at scheduled periods. One or two teachers had assumed such responsibilities as teaching in the absence of the regular teacher, maintaining and organizing the shop facilities, supervising the local soil testing laboratory, teaching special shop skills, helping prepare the local team for forestry field day, and visiting students taught by the regular teacher.

The teachers were asked to estimate the amount of time per week they had devoted to responsibilities assumed as teachers of agriculture outside those directly connected with their organized class activities. The findings are shown in Table XXII.

TABLE XXII

HOURS PER WEEK DEVOTED TO EXTRA-CLASS RESPONSIBILITIES
AS TEACHERS OF VOCATIONAL AGRICULTURE

Hours per week	Number of teachers
1 - 5	4
6 - 10	3
11 - 15	6

Four teachers had devoted time from one to five hours per week to those extra-class activities as one of the teachers in a multiple-teacher program. Three teachers had devoted from six to ten hours per week to such activities. Six teachers had devoted from 11 to 15 hours to these activities. The data from the individual schools, however, revealed that the nine teachers in the last two categories had devoted 10 to 15 hours to these other vocational agriculture activities, or approximately one-fourth of their professional time.

In all but two schools the special teacher reported that he was devoting at least 10 hours per week to "campus duties" and other vocational agriculture duties. In one school, campus duties and other vocational agriculture duties amounted to almost one-half of the professional time of the special teacher, a 50-hour week being used as a base.

In the judgment of the writer, there is some reason for questioning the use of more than 10 hours per week in activities classified in this area, particularly if much of the time is devoted to work other than that in which members of the special teacher's own class groups are engaged. Circumstances alter cases, but excessive amounts of time in this area should be judged in the light of the overall purpose for which funds for this program have been appropriated.

Community Activities

One possible way of determining how well a teacher is being accepted in a community is that of determining the extent to which he participates in community affairs and is being selected to leadership roles in them. Active participation in community affairs provides an opportunity to create a favorable image for the professional program in which the teacher is engaged. The special teachers were asked to report the kinds of community activities in which they were engaged and their leadership roles in them.

All teachers, with the possible exception of one, were found to be taking a rather active part in the life of the community, particularly in those activities which promote community development and welfare. Seven were taking an active role in a local civic club; 10 were assuming leadership positions in their church and its affiliated educational and leadership development activities; and eleven were members and leaders of agricultural organizations for the promotion of agriculture in the community, State, and Nation. There was definite evidence that the special teachers were taking an active role in community affairs. In no case was there evidence that the teacher was devoting time to these activities which should have been devoted to professional activities. On the other hand, they were in excellent position to help create and preserve a favorable image for their special programs of vocational agriculture.

IV. OBSERVATIONS AND RECOMMENDATIONS

1. In all communities where this study was made, there was evidence to show that there was a need for the educational services which the special teacher was set up to provide. Each special teacher in this study was located in a situation where he could meet the vocational needs of many young and adult farmers. In each of the 13 communities there were more than enough young and adult farmers to justify the provision of a special teacher.

2. In all of the 13 schools the regular teachers were carrying a full load and were not, therefore, in a position to have met the needs of young and adult farmers found enrolled in classes taught by the special teachers. Without the special teachers the vocational education needs of many young and adult farmers would doubtless not have been met.

3. On the basis of the data examined and the expressed judgments of the superintendents, principals, and teachers of vocational agriculture in each of the 13 communities, one would conclude that farming is the primary occupation in those communities and is likely to remain so for the next several years.

4. Except possibly for the food preservation plants, the 13 schools were found to have good facilities for programs of vocational agriculture including that portion of the programs carried on by the special teachers.

5. In all situations the local school administrators seemed to recognize the need for this type of education program, and in almost all situations they seemed to feel that the special teacher was doing much to meet that need.

6. The amount of appreciation which the local community has for the special-teacher program of vocational agriculture tends to depend on the teacher and the respect which the people of the community have for him and the kind of program he conducts.

7. In the light of the findings it seems that the background, professional qualifications, teacher traits, and even experience of these 13 teachers are such as to provide for the possible development of good local programs of vocational education in agriculture for both young and adult farmers.

8. With very few exceptions the local young and adult farmer instructional programs included in this study were judged to be quite effective in meeting the vocational education needs of young and adult farmers for which the special-teacher programs were primarily responsible

9. On the basis of the on-farm visits with young farmers and the attitudes expressed by them, one tends to become convinced that the young farmers should be taught in classes to themselves rather than in mixed classes with older farmers. The problems young farmers face in becoming established in farming in a period of change and their attitude toward change in the solution of problems are two principal reasons for this conclusion.

10. The young farmers contacted appreciate the teachers' policy of holding frequent class meetings during periods when farm work is slack and less frequent meetings during periods when farm work is at or near the peak.

11. There is reason to believe that somewhat more attention should be given to the meeting of individual needs of enrollees both in setting up instructional programs and in recruiting individuals for class attendance. There was some

evidence that enrollees do not like to attend classes to deal with matters which are not problems to them. One young farmer who was visited suggested more meetings and more items in the instructional program in order to meet more effectively the diversified needs of his total group and to provide greater freedom on the part of the enrollees to attend only those meetings of concern to them individually.

12. In at least 12 of the 16 young farmer class groups the number of class meetings had been sufficiently large during the year to make possible an effective program of vocational education for the individual members of the groups. In the adult farmer classes the number of meetings for the group as a whole has tended to be near the minimum of 10 meetings per group.

13. The average class attendance of both young and adult farmers in five or six schools is sufficiently low to cause one to feel that more attention should be given to devising means of improving the average and percentage attendance at young and adult farmer class meetings in those schools. The teachers who tend to have low class attendance in young farmer classes tend also to have low attendance in adult farmer classes.

14. For both young and adult farmer classes the average number of visits for on-farm instruction and supervision is quite low in a few of the 13 schools. This number is low enough to question whether enough attention is given in those schools to systematic on-farm instruction and supervision as a part of a most effective program of vocational education for many of the young and adult farmers enrolled.

15. The travel allowance for the special teachers, however, is insufficient to provide the kind and the amount of on-farm instruction needed for the enrollees.

16. Every young and adult farmer visited indicated that he had been benefited by the special teacher's instructional program. (Visits were made in all but two schools.)

17. There was much evidence that the young and adult farmers enrolled in the classes taught by special teachers have much appreciation for the farm mechanics phase of the instructional program. Farm mechanics instruction would not have been possible without the well-equipped farm mechanics laboratories in the schools where these programs were conducted and the ability of the teachers to handle problems in this area.

18. In some instances there was reason to question the organization of the instructional program in the area of Farm Organization and Management. A systematic approach to problems in this area was not followed in all cases. It is believed that teachers should be given more help in incorporating these problems into their total instructional programs. It should be stated, however, that among the young and adult farmers visited, a large percentage mentioned this area as one of the areas in the instructional program for 1962-63 which meant the most to them.

19. The weaknesses observed in the special-teacher program are of the sort that can be overcome through somewhat more intensified efforts of teachers, teacher trainers and supervisors, and a relatively small increase in travel funds for the teachers involved in this program. It is, therefore, recommended that leadership be provided in strengthening the observed weaknesses and that at least a $200 increase in travel funds be provided members of this group of teachers. Lack of travel funds could be a contributing factor in the poor utilization of professional time on the part of these teachers. They have a great deal of time for on-farm instruction and supervision but a very limited travel allowance.

20. In all schools visited, there were reported to be young farmers who were not enrolled in young farmer classes. Serious consideration should be given to getting into such classes more of those who are definitely in the process of becoming established in farming. There is reason to believe that a teacher could effectively teach two or more young farmer classes. In schools where the present enrollment exceeds 30, consideration should be given to the possibility of organizing two groups of 20 to 25 young farmers in each class, on the basis of either age or geographical location of the young farmers. The feasibility of extra classes may depend upon extra travel funds and a delimiting of the extra-class responsibilities listed in Tables XIX and XX.

21. In this study evidence was provided in a few schools that the special teacher was devoting much of his professional time to working with individual young farmers who were not enrolled in an organized class of young farmers. Such teachers should do everything possible to devote their professional time to those young farmers who are willing to join an organized group for systematic instruction in agriculture.

22. The special teacher should give considerable attention to his use of professional time, particularly during school hours. In a few situations there is evidence that the morning hours of the school day are largely devoted to on-campus activities which may or may not contribute to the achievement of the primary objectives of the special-teacher program.

23. In a few situations the special teacher is devoting relatively too much time and travel for the benefit of in-school individuals and groups other than those for whom he is primarily responsible..

24. In his work the special teacher should place major emphasis on educating individual enrollees rather than merely on rendering service. Almost all teachers in this study seemed to subscribe to this principle.

25. In a few instances there was reason to believe that relatively more emphasis should be placed on setting up and carrying out a strong systematic instructional program for the adult farmers enrolled in the adult farmer classes.

26. There has been a tendency during the past two years to cut off local special-teacher programs of vocational agriculture for economy reasons when teachers resign or retire. In the judgment of the writer the special-teacher program of vocational agriculture provides the opportunity to meet one of the greatest vocational education needs in our state: that of helping young farmers and adult farmers develop as much intelligence as possible in adjusting to the ever-changing agricultural situation. This trend in reducing the number of special teachers should be reversed. Every effort should be made to place special teachers in situations where it can be shown that there is a need for them.

27. It is recommended that the need for special teachers in Georgia be determined in the following manner:

    a. That criteria be developed for determining when a definite need for a special teacher exists in a given community.

    b. That specific studies be made in the various communities where vocational agriculture is taught to locate those situations where, according to the criteria, one or even more special teachers should be placed.

    c. That the schools which need special teachers be ranked in order of need and that the rank-order list of these schools be used as a basis for the placement of new special-teacher programs.

28. It is recommended that funds be made available as rapidly as possible to finance special-teacher programs for the school communities where needs exist, and that the rank-order list be used for possible placement of teachers to conduct instructional programs in those schools.

29. It is recommended that consideration be given to the placement of more special teachers in schools where they would be responsible only for young and adult farmer education.

APPENDICES

A. PERSONAL DATA

(to be filled out by the special teacher)

Name________________School__________________Age____Type of Certificate______

I. Brief description of your farming background (either as a boy, or as a person engaged in farming, or both).

II. Formal College Training

Institution (List in chronological order)	Dates Beginning	 Ending	Total years completed	Diploma or degree conferred	Date graduated

III. Employment Experience

Occupation (List in chronological order)	Location	Dates Beginning	 Ending

B. RECORD OF ACTIVITIES AND ACCOMPLISHMENTS IN THE COMMUNITY DURING THE CURRENT YEAR

School________________________

I. In-school Class

a. Extent of organized instruction

Grade	Kind of class (Shop or regular)	Enrollment

b. Distribution of visits

No. visits	No. students	
	Tally	No.
0		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10 or more		

c. Instructional program

Units taught	Outcomes
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
(12)	
(13)	
(14)	
(15)	

d. Master course calendar: Yes____ No____

e. Some over-all outcomes:

____

____

II. Young farmer Classes

a. Extent of organized instruction

Group	Enrollment	Number meetings	Total attendance	Frequency of attendance									
				100%		75-99%		50-74%		25-49%		Less than 25%	
				No.	%	No.	%	No.	%	No.	%	No.	%
1													
2													

b. Number of visits by months

Month	Number visits
July	
August	
September	
October	
November	
December	
January	
February	
March	
April	

c. Instructional program

Units taught	Hours of instruction	Teacher	Division of instructional time in hours	
			Self	Others
Group 1				
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
Group 2				
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				

d. Pre-planned instructional program: Yes_____ No______

e. Some over-all outcomes:

III. Adult Classes

a. Extent of organized instruction

				Frequency of attendance									
		Number	Total	100%		75-99%		50-74%		25-49%		Less than 25%	
Group	Enrollment	meetings	attendance	No.	%	No.	%	No.	%	No.	%	No.	%
1.													
2													

b. Number of visits by months

Month	Number visits
July	
August	
September	
October	
November	
December	
January	
February	
March	
April	

c. Instruction program

			Division of instructional time in hours	
Units taught	Hours of instruction	Teacher	Self	others
Group 1				
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
Group 2				
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				

d. Pre-planned instructional program: Yes_____ No______

e. Some over-all outcomes:

____

____

____

____

IV. Other Responsibilities

a. Campus responsibilities as a teacher in the school and approximate number of hours per week devoted to them:

b. Other responsibilities as a teacher of agriculture and approximate number of hours per week devoted to them:

V. Community Activities

Activity	Service or recognition

C. SOME DATA REGARDING THE COMMUNITY

School________________________

I. Enrollment in High School_______________

II. Prospective Enrollees for Vocational Agriculture

Group	No. prospects
In-school boys	
Young farmers	
Adult farmers	

III. Facilities for Vocational Agriculture

Kind	Excellent	Good	Fair	Poor	No provision made
Classroom					
Classroom facilities					
Shop					
Shop facilities					
Food Processing plant					
Food processing facilities					

IV. Agricultural Resources

a. Is an agricultural-resource study on file in the department? Yes___No___

b. Some findings of the agricultural resources of the community: ________

____

____

____

D. EVALUATION OF TEACHER TRAITS

(Supt.________________
(Principal________________
School________________________ (Filled out by) (Teacher________________
(Supervisor________________

Teacher traits	No basis of judgment	Superior	Good	Average	Fair	Poor
I. Personal characteristics						
a. Sincerity						
b. Initiative						
c. Enthusiasm						
d. Ability to work with						
(1) boys						
(2) young farmers						
(3) adult farmers						
e. Cooperativeness						
f. Maturity						
g. Appropriateness of dress						
h. Conduct						
i. Promptness						
II. Teaching						
a. Preparation for teaching						
b. Teaching in-school groups						
c. Teaching young farmers						
d. Teaching adult farmers						
III. General						
a. Making adjustments in home living						
b. Working with other individuals or with groups for community development						
c. Working with you as superintendent, principal or fellow teacher of agriculture						
d. Working with other teachers						
e. Working with other agricultural workers						
f. Maintaining good relationship with business people						
g. Maintaining and organizing departmental facilities						
h. Keeping records						
i. Making reports						
j. Participating in FFA program						

E. TEACHING LOAD OF REGULAR TEACHER

School______________________________ Teacher_________________________

I. Regular In-School Classes

Group	Enrollment
1	
2	
3	
4	

II. Shop Classes

Group	Enrollment
1	
2	
3	

III. Young-Farmer Classes

Group	Enrollment
1	
2	

IV. Adult Classes

Group	Enrollment